



The impact of experience quality on customer loyalty: The mediating role of achievement of training and trust, with image of training as a moderating variable



 **Ramatun Anggraini Kiemas^{1*}**

 **Noermijati²**

 **Ananda Sabil Hussein³**

 **Mugiono⁴**

^{1,2,3,4} Faculty of Economics and Business, Bravijaya University, Jakarta, Indonesia.

¹ Email: anggraini.ramatun@gmail.com

² Email: nurmi@ub.ac.id

³ Email: sabil@ub.ac.id

⁴ Email: mugiono@ub.ac.id



(+ Corresponding author)

ABSTRACT

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This research examines and validates the theory of service-dominant logic through the co-creation process between service providers and training consumers by investigating the effects of experience quality on customer loyalty. The study posits that the achievement of training and trust mediate the relationship between experience quality and customer loyalty, while the image of the training institution moderates the impact of experience quality on customer loyalty. The population for this study comprises individuals who have participated in and successfully completed training programs organized by the Agency for Technological Assessment and Application (AAAT). Employing non-probability random sampling, a sample of 182 individuals was selected for survey administration. The research model was subsequently tested using SmartPLS. This study reveals that the quality of experience exerts a significant influence on customer loyalty. Furthermore, it identifies that the outcomes of training and the establishment of trust serve as mediators in the relationship between experience quality and customer loyalty. However, the research indicates that the image of the training institution does not moderate the effect of experience quality on customer loyalty. This study offers significant practical implications for marketing management, particularly in understanding the influence of experience quality on customer loyalty. The findings serve as a valuable reference for developing both theoretical and empirical models. This study is the first to advance the service-dominant logic theory by incorporating value-in-use, and it introduces the mediating roles of training achievement and trust, as well as the moderating role of the training institution's image. The research specifically examines the impact of experience quality on customer loyalty among consumers of the AAAT training institution.

Contribution/ Originality: This study advances the service-dominant logic theory by exploring value-in-use and introduces the mediating role of training achievement and trust, as well as the moderating role of the training institution's image, in the relationship between experience quality and customer loyalty. The research specifically targets consumers of the BPPT training institution.

1. INTRODUCTION

Superior human resources, through their increased knowledge and competence, are contributing to the current development of knowledge and technology, thereby enhancing competitiveness and industry. Superior human

resources are essential assets in advancing a knowledge-based economy, or Knowledge-Based Economics (KBE), where these human resources can generate sustainable innovations in the form of knowledge and technological innovations. Higher education institutions and training aspects to support KBE, understanding current and future issues and tailoring training programs to meet these needs. Based on these considerations, educational and training institutions must adapt to the current market needs, and each training institution must be able to compete with other competitors.

The Agency for the Assessment and Application of Technology (AAAT) is a non-ministerial government institution with the task and function of conducting assessments and applications to generate innovation and technological services.

One of the working units within AAAT responsible for education and training is the center for education and training development, abbreviated as Pusbindiklat. The types of training services offered by Pusbindiklat include technical training, leadership training, and functional training, catering to both internal consumers (from within AAAT) and external consumers (from outside AAAT). Established in 1990, Pusbindiklat AAAT has undergone continuous improvements in terms of resources and services over the past 30 years, consistently adapting to changes.

From an institutional perspective, Pusbindiklat has achieved accreditation from the National Administration Institution of the Republic of Indonesia in 2017, obtaining an A rating and serving as a role model for every training institution in Indonesia. However, Pusbindiklat AAAT has not seen a corresponding increase in consumer demand to match its institutional advancements. This is evident in the declining number of participants or consumers engaging in training programs provided by the institution.

Based on the aforementioned phenomenon, several studies have been conducted, demonstrating that customer loyalty can be enhanced through the relationship between service providers/manufacturers and consumers via experience quality. The relationship between experience quality and consumer loyalty, as per the findings of [Chahal and Dutta \(2015\)](#); [Klaus and Maklan \(2013\)](#); [Sirapracha and Tocquer \(2012\)](#) and [Srivastava and Kaul \(2016\)](#) indicates that experience quality as a variable (X) has a positive impact on improving customer loyalty as a variable (Y). co-creation value, focusing on Experience or co-creation experience, supports the behavioral intention of consumers to use services or products.

This is corroborated by [Zhang, Fong, and Li \(2019\)](#) study, which aims to examine how co-creation experience can shape the behavioral intention of tourists in Macao. [Ahn, Back, Barišić, and Lee \(2020\)](#) research also indicates that value creation is influenced by consumer experiences in the tourism industry in Croatia. The results of these studies show that co-creation of value, centered on consumer experience through consumer attitudes and behavior, significantly influences the behavioral intention to visit tourism destinations in Croatia. Previous studies by [Hussein, Hapsari, and Yulianti \(2018\)](#); [Moon and Han \(2019\)](#); [Fernandes and Cruz \(2016\)](#), and [Pekovic and Rolland \(2020\)](#) reveal that experience quality significantly impacts loyalty.

However, earlier research suggests inconsistencies in the relationship between experience quality and loyalty, as evidenced by [Belwal and Amireh \(2018\)](#) and [Bhatnagar, Mishra, and Syed \(2019\)](#) attributing the lack of loyalty to experience quality to unfair actions, unmet services, and poor interactions. [Agarwal and Gowda \(2021\)](#) argue that experience quality, in terms of dynamic pricing changes and inadequate services, affects consumer loyalty. This is supported by [Fernandes and Pinto \(2019\)](#) assertion that experience quality, concerning consumer tolerance, does not influence consumer loyalty.

Previous studies have extensively explored the relationship between experience quality and consumer loyalty, with findings generally indicating a positive impact of experience quality on enhancing customer loyalty ([Chahal & Dutta, 2015](#); [Klaus & Maklan, 2013](#); [Sirapracha & Tocquer, 2012](#)). However, some inconsistencies exist in the literature regarding this relationship, with studies suggesting that factors such as unfair actions, unmet services, and poor interactions may diminish the effect of experience quality on loyalty. Additionally, studies have suggested

but not thoroughly investigated the role of the role of variables like training achievement and trust as potential mediators in this relationship.

The research gap identified in previous studies lies in the need for a deeper understanding of the mediating mechanisms that connect experience quality to customer loyalty. While some studies have hinted at the mediating roles of variables like achievement of training and trust, there is a lack of comprehensive examination of these factors in bridging the gap between experience quality and loyalty. To address this gap, the present study proposes to investigate the direct mediating effect of "achievement of training" in the relationship between experience quality and customer loyalty. By focusing on this specific mediator, the study aims to provide a more nuanced understanding of how training achievement influences the perception of experience quality and, subsequently, customer loyalty. This approach seeks to fill the existing research void and contribute to a more comprehensive understanding of the dynamics between experience quality and consumer loyalty in the context of service industries.

This research establishes a theoretical framework for understanding the formation of customer loyalty, derived from an extensive literature review. Rooted in service-dominant logic theory and applied specifically to the education and training sector, this study examines the variables of training achievement and trust as mediating factors in the relationship between experience quality and customer loyalty.

Furthermore, it introduces the variable of the training institution's image as a moderating factor in this relationship. The study's objectives are to analyze and demonstrate the following: the positive and significant effect of experience quality on customer loyalty, the positive and significant effect of experience quality on training achievement for consumers at AAAT, the positive and significant effect of experience quality on trust for consumers at AAAT, the positive and significant effect of training achievement on customer loyalty, the positive and significant effect of trust on customer loyalty, the mediating role of training achievement in the relationship between experience quality and customer loyalty, the mediating role of trust in the relationship between experience quality and customer loyalty, and the moderating role of the training institution's image in the influence of experience quality on customer loyalty for consumers at AAAT.

2. LITERATURE REVIEW

The shift in marketing paradigm from good-dominant to service-dominant has been utilized to appreciate the role of marketing services in general. The perspective of service-dominant marketing implies that marketing is a continuous social and economic process, with much of its focus on operant resources, whereby companies or producers continuously strive to offer better value propositions than their competitors through the concept of service dominant-logic (sd-l). Service dominant logic theory shifts the marketing focus from distribution to creating value for consumers. Consumers play a pivotal role in determining value and participating in the creation of a product or service, termed Co-Creation Value or Value Co-Creation by Narver and Slater (1990). Value co-creation serves as a benchmark for companies in creating products or services with consumer involvement to maintain customer loyalty.

The concept of loyalty, proposed by Oliver (1999), signifies a steadfast commitment to consistently repurchase or subscribe to preferred products or services in the future. Heskett, Jones, Loveman, Sasser, and Schlesinger (1994) divide customer loyalty, in terms of temporal attachment, into long-term and short-term loyalty. Long-term loyal customers are less likely to switch to other service providers, while short-term loyal customers easily shift to other products or services when offered perceived superior alternatives.

Ahmad and Buttle (2002) research suggests that retaining existing customers is more beneficial than acquiring new ones. Eshghi, Haughton, and Topi (2007) noted that actual customer experiences with products or services can change and enhance customer loyalty. The actual customer experience, in the form of perceived excellence or superiority by consumers, is termed experience quality. Previous research indicates that the realization of

experience quality leads to customer loyalty and establishes a strong relationship between producers and consumers towards a product or service offered by the company or service provider, in this study, a training institution.

Previous research by [Chahal and Dutta \(2015\)](#); [Klaus and Maklan \(2013\)](#); [Sirapracha and Tocquer \(2012\)](#) and [Srivastava and Kaul \(2016\)](#) suggests that creating experience quality leads customers to have loyalty towards service providers. Customers develop a strong attachment to the services provided, seeking information about them, as noted by [Beatty, Homer, and Kahle \(1988\)](#) and [Rose, Clark, Samouel, and Hair \(2012\)](#). Moreover, experience quality has a positive impact on customer loyalty.

Empirical research conducted by [Hussein et al. \(2018\)](#); [Moon and Han \(2019\)](#); [Fernandes and Cruz \(2016\)](#) and [Pekovic and Rolland \(2020\)](#) indicates the influence of experience quality on customer loyalty. These studies show that experience quality significantly affects customer loyalty to products or services. Previous empirical research has identified several dimensions or indicators of experience quality, including environment, social contribution, learning, behavior, technology, emotional, trust, service provision, pleasure, engagement, and cognitive aspects. All these dimensions significantly influence customer loyalty.

Previous research not only demonstrates the significant impact of experience quality on customer loyalty but also suggests inconsistency in the influence of experience quality on customer loyalty. Studies conducted by [Belwal and Amireh \(2018\)](#); [Bhatnagar et al. \(2019\)](#); [Fernandes and Pinto \(2019\)](#) and [Agarwal and Gowda \(2021\)](#) indicate that experience quality does not consistently exert significant influence on customer loyalty. This suggests the need for a variable that can fill the research gap. This forms the basis for re-examining the effect of experience quality on customer loyalty.

Empirical research by [Toraman, Özdemir, Aytug Kosan, and Orakci \(2020\)](#); [Paechter, Maier, and Macher \(2010\)](#); [Kim, Hong, and Song \(2019\)](#) and [Abuhassna et al. \(2020\)](#) found an impact of experience quality on achievement of training. Previous empirical research on the impact of achievement of training on customer loyalty by [Chiang, Wei, Parker, and Davey \(2017\)](#); [Oh and Lee \(2014\)](#) and [Lee and Seong \(2020\)](#) further supports this. [Waheed, Kaur, and Kumar \(2016\)](#) and [Nguyen, Pham, Cao, Nguyen, and Do \(2021\)](#) found that learning outcomes mediate the impact of knowledge quality on student loyalty. These studies indicate that educational quality significantly influences loyalty, mediated by transformative quality. Transformative quality refers to qualitative changes or improvements in student learning.

The same research also proves that the relationship between achievement and emotional attachment in learning affects loyalty, as demonstrated by [Reyes, Brackett, Rivers, Elbertson, and Salovey \(2012\)](#). The term "achievement of learning" in this study is referred to as "achievement of training" to align with the research object, namely the BPPT training institution.

Trust influences the enhancement of customer loyalty, compelling companies or product/service providers to continuously improve service quality and enhance customer experience. Based on empirical studies conducted by [Li, Aham-Anyanwu, Tevrizci, and Luo \(2015\)](#) it was found that the significant influence of e-service quality on e-loyalty is mediated by e-satisfaction and e-trust on the eTailQ application. [Rasheed and Abadi \(2014\)](#) proposed a positive and significant relationship between service quality and trust, service quality and perceived value, trust and customer loyalty, and perceived value and customer loyalty. Research by [Molinillo, Navarro-García, Anaya-Sánchez, and Japutra \(2020\)](#); [Rajaobelina, Brun, Line, and Cloutier-Bilodeau \(2021\)](#) and [Wu, Cheng, and Ai \(2018\)](#) found an impact of experience quality on trust. The influence of trust on customer loyalty was found in studies by [Liu, Guo, and Lee \(2011\)](#); [Song, Wang, and Han \(2019\)](#) and [Yousaf, Mishra, and Bashir \(2020\)](#).

Based on the aforementioned discussion, to fill the research gap regarding the influence of experience quality on customer loyalty, this study incorporates the variables of achievement of training and trust as mediating variables.

Empirical research results show that experience quality influences customer loyalty through achievement of training by [Waheed et al. \(2016\)](#) and [Nguyen et al. \(2021\)](#). The variable of trust as a mediating variable, which influences experience quality on customer loyalty, was found in the research by [Li et al. \(2015\)](#); [Rasheed and Abadi \(2014\)](#) and [Wu and Cheng \(2019\)](#) stating that enhancing dimensions of experience quality to increase trust, experience, emotional attachment, image, and satisfaction significantly affects customer loyalty. The enhancement of experience quality and customer loyalty may be reinforced or weakened by the institution's image. [Helgesen and Nettet \(2007\)](#) found an indirect influence linking the image of study programs to student loyalty (via the image of the university), student satisfaction, and the image of the university directly related to student loyalty. [Song et al. \(2019\)](#) stated that brand image can increase consumer trust. Based on this, the institutional image variable is termed the image of the training institution or image of training institution. The image of training institution is further examined to determine whether it can moderate the relationship between experience quality and loyalty. Therefore, we developed the research hypothesis as follows:

H₁: The results of research by [Hussein et al. \(2018\)](#); [Moon and Han \(2019\)](#); [Fernandes and Cruz \(2016\)](#) and [Pekovic and Rolland \(2020\)](#) indicate a significant influence of experience quality on customer loyalty.

H₂: The results of research by [Toraman et al. \(2020\)](#); [Paechter et al. \(2010\)](#); [Kim et al. \(2019\)](#) and [Abuhassna et al. \(2020\)](#) suggest a significant influence of achievement of training on customer loyalty.

H₃: The results of research by [Wu et al. \(2018\)](#); [Molinillo et al. \(2020\)](#) and [Rajaobelina et al. \(2021\)](#) indicate a significant influence of trust on customer loyalty.

H₄: The results of research by [Oh and Lee \(2014\)](#); [Chiang et al. \(2017\)](#) and [Lee and Seong \(2020\)](#) suggest a significant influence of achievement of training on customer loyalty.

H₅: The results of research by [Liu et al. \(2011\)](#); [Song et al. \(2019\)](#) and [Yousaf et al. \(2020\)](#) indicate a significant influence of trust on customer loyalty.

H₆: The results of research by [Waheed et al. \(2016\)](#) and [Nguyen et al. \(2021\)](#) show a significant influence of experience quality on customer loyalty through achievement of training.

H₇: The results of research by [Li et al. \(2015\)](#); [Rasheed and Abadi \(2014\)](#) and [Wu and Cheng \(2019\)](#) suggest a significant influence of trust on experience quality.

H₈: The results of research by [Helgesen and Nettet \(2007\)](#) and [Song et al. \(2019\)](#) indicate that the image of the training institution moderates the relationship between experience quality and customer loyalty.

3. RESEACH METHOD

3.1. Participant

This study was conducted at the Agency for the Assessment and Application of Technology (AAAT), involving a total of 182 respondents selected purposefully. The inclusion criteria required participants to have undergone training at AAAT. Respondents were categorized based on gender, age, education level, and the type of training they had previously attended. A structured interview method utilizing an online questionnaire was employed to delve into respondents' answers. The research was carried out from 2021 to 2022.

3.2. Structural Equation Modeling

To address the research objectives, we employed the Structural Equation Modeling (SEM) method for estimating the model equations. The application of SEM-Partial Least Squares (PLS) in this study aimed to examine the formulated concepts and the development of marketing management theory related to consumer behavior, utilizing the variables of experience quality (x) and consumer loyalty (y) with two mediating variables, training outcome (z1) and trust (z2), as well as one moderating variable, training institution image (m). SEM-PLS involved the utilization of two (2) design models, namely outer and inner models. As a result [Figure 1](#) illustrates the

SEM-PLS path model, which included analyses of both inner and outer models, as well as the examination of variables, mediating factors, and moderation.

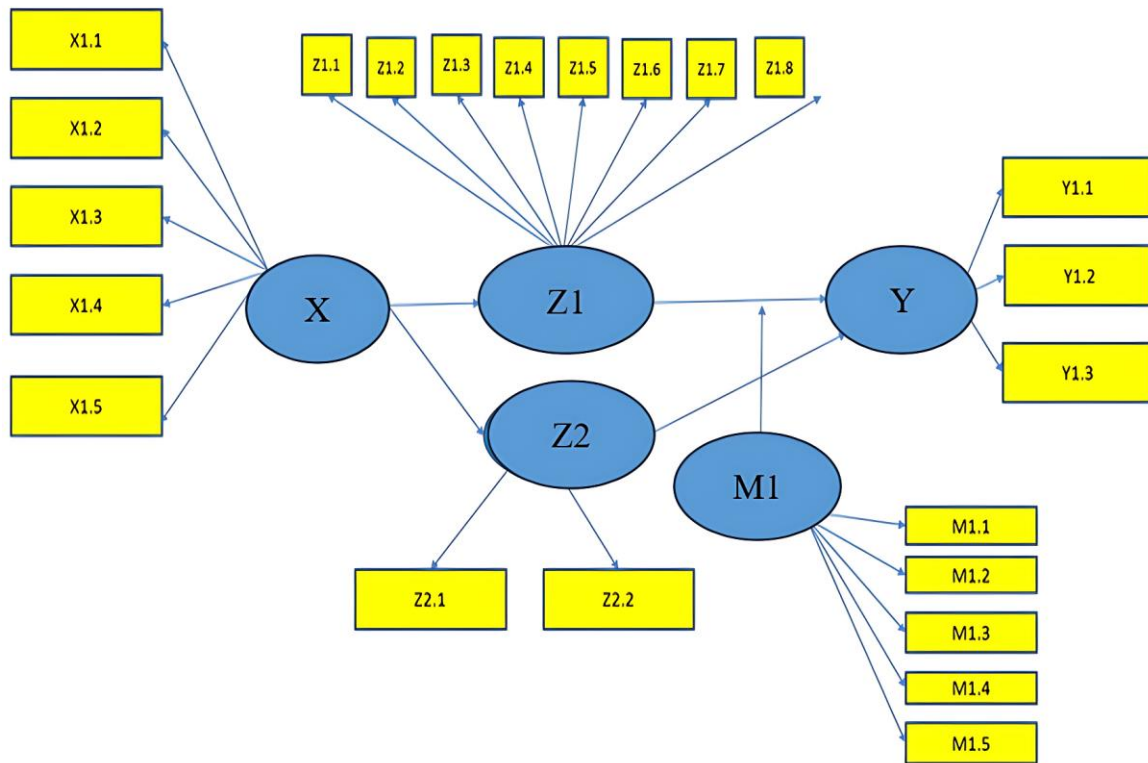


Figure 1. Conceptual path model of PLS-SEM research.

Source: Primary data processed, 2023.

The subsequent estimation of mediating variables is conducted to elucidate the relationship between the independent and dependent variables. Mediation tests are employed to illustrate how the achievement of training and trust serve as mediators, facilitating the relationship between the independent variable, experience quality, and the dependent variable, customer loyalty. According to Baron and Kenny (1986) if the independent variable does not exert a direct influence on the dependent variable after controlling for the mediator variable, it can be deemed perfect or complete mediation. On the other hand, partial mediation occurs when the independent variable's impact on the dependent variable decreases while maintaining statistical significance after controlling for the mediator variables.

4. RESULTS AND DISCUSSION

4.1. Respondents' Profiles

The respondents' characteristics were categorized based on gender, namely female and male. The characteristics of male respondents indicate a higher participation in training compared to female respondents. This is attributed to the dominance of male participants in specialized technical training, particularly in the field of technology. Generally, training in STEM (Science, Technology, Engineering, and Mathematics) fields requires physical skills in addition to managerial abilities. The study reveals that respondents aged 51–60 have the highest percentage compared to other age ranges, suggesting that individuals in this age group are more experienced and are likely candidates for training at higher functional levels (above III/d rank) and at the junior to senior levels. The table displaying the respondents' educational backgrounds reveal that 57.69% of the total hold a Diploma IV or Bachelor's degree (S1). This indicates a strong desire among respondents with a Diploma IV or S1 education level to undergo training, driven by the job requirements for both technical and managerial training. This study groups

the respondents' characteristics into three categories: technical training, managerial training, and non-technical training. Of the respondents, 92.31% have undergone technical training, 5.49% have participated in managerial training, and 2.20% have engaged in non-technical training. Overall, the data suggests a higher demand for technical training among respondents, as it is deemed more applicable and necessary within the professional work environment.

Table 1 presents of Data Respondents Profiles.

Table 1. Respondents' profiles.

Characteristics	Frequency	Percentage
Gender		
Male	116	80.58
Female	66	19.42
Total	182	100
Age		
18 - 25 year	0	0
26 - 40 year	29	15.93
41 - 50 year	44	24.18
51 - 60 year	78	42.86
61 - 70 year	31	17.03
Total	182	100
Education level		
Associate degree	0	0
Bachelor degree	105	57.69
Magisterial	58	31.87
PhD.	19	10.44
Total	182	100
Training		
Technical training	168	92.31
Management training	10	5.49
Non-technical training	4	2.20
Total	182	100

Source: Primary data processed, 2023.

4.2. Hypothesis Test

The examination of path coefficients is employed to discern the direction and direct influence of relationships among research variables by scrutinizing the values of the original sample and p-value. The original values are determined to ascertain whether a variable exerts a positive or negative impact. If the original sample value is positive, it can be inferred that the influence between variables is significantly positive; conversely, if the original sample value is negative, it can be asserted that the influence between variables is negative. Meanwhile, the p-value is utilized to determine the level of significance in the relationships among the research variables. The relationship between research variables is considered significant if the p-value is less than 0.05 (Kock, 2016). Table 2 presents the results of the path coefficient testing in this study.

Based on the path coefficient analysis, eight hypothesis tests were conducted, each yielding distinct insights into the relationships among the studied variables. The analysis reveals that the variable "experience quality" significantly impacts "customer loyalty," as evidenced by a positive p-value of 0.003 and a path coefficient of 0.235. These results confirm Hypothesis 1, which posits a significant positive influence of experience quality on customer loyalty. This finding underscores the critical role of experience quality in fostering customer loyalty, aligning with established literature that emphasizes the importance of high-quality experiences in enhancing customer commitment.

Similarly, the impact of "experience quality" on "achievement of training" demonstrates a strong positive effect, with a p-value of 0.000 and a path coefficient of 0.308. This substantial effect supports Hypothesis 2, which asserts that experience quality significantly affects training outcomes. The evidence suggests that improved experience

quality contributes to more effective training achievements, highlighting the value of experience quality in educational and training contexts.

Table 2. Path coefficient test results.

Hypothesis	Variable	Path coefficients	Standard deviation (STDEV)	t-statistic	p-value	Note
Direct effect						
H1	Experience quality → Customer loyalty	0.235	0.080	2.943	0.003	Significant
H2	Experience quality → Achievement of training	0.308	0.078	3.972	0.000	Significant
H3	Experience quality → Trust	0.149	0.074	2.021	0.044	Significant
H4	Achievement of training → Customer loyalty	0.285	0.066	4.305	0.000	Significant
H5	Trust → Customer loyalty	0.265	0.078	3.386	0.001	Significant
Indirect effect						
H6	Experience quality → Achievement of training → Customer loyalty	0.088	0.032	2.696	0.007	Significant
H7	Experience quality → Trust → Customer loyalty	0.039	0.019	2.060	0.040	Significant
H8	Trust X image of training institution → Customer loyalty	- 0.032	0.066	0.491	0.624	Insignificant

Source: Primary data processed, 2023.

Furthermore, the path coefficient analysis indicates that "experience quality" positively influences "trust," with a p-value of 0.044 and a path coefficient of 0.149. This result validates Hypothesis 3, which proposes that experience quality significantly affects trust. The positive relationship between experience quality and trust reinforces the notion that high-quality experiences build stronger trust relationships, essential for successful interactions and engagements.

The findings also show that "achievement of training" has a significant positive effect on "customer loyalty," with a p-value of 0.000 and a path coefficient of 0.285. This supports Hypothesis 4, suggesting that training achievements are crucial for enhancing customer loyalty. The results imply that effective training not only improves performance but also strengthens customer loyalty, integrating training outcomes with broader business objectives.

Additionally, the analysis reveals that "trust" positively affects "customer loyalty," as evidenced by a p-value of 0.001 and a path coefficient of 0.265. Hypothesis 5 is thus supported, indicating that trust is a significant factor in fostering customer loyalty. This finding emphasizes the importance of cultivating trust to ensure sustained customer loyalty.

Examining the mediating roles, the analysis finds that "achievement of training" mediates the relationship between "experience quality" and "customer loyalty," with a p-value of 0.007 and a path coefficient of 0.088. This result supports Hypothesis 6, highlighting the mediating role of training achievements in the impact of experience quality on customer loyalty. The evidence suggests that improvements in training outcomes enhance the effectiveness of experience quality in driving customer loyalty.

Similarly, the analysis demonstrates that "trust" mediates the effect of "experience quality" on "customer loyalty," with a positive p-value of 0.040 and a path coefficient of 0.039. This validates Hypothesis 7, indicating that trust significantly mediates the relationship between experience quality and customer loyalty. The findings reveal that trust acts as a crucial mediator, further reinforcing the impact of experience quality on customer loyalty.

In contrast, the analysis indicates that the "image of training institution" does not significantly moderate the relationship between "experience quality" and "customer loyalty," as evidenced by a p-value of 0.624 and a negative path coefficient of 0.032. Therefore, Hypothesis 8 is rejected. The non-significant negative impact suggests that the institutional image does not play a substantial moderating role in this context, challenging the assumption that institutional reputation significantly influences the experience quality-customer loyalty relationship.

The path coefficient analysis and hypothesis testing results describe the research model's findings as follows (Figure 2).

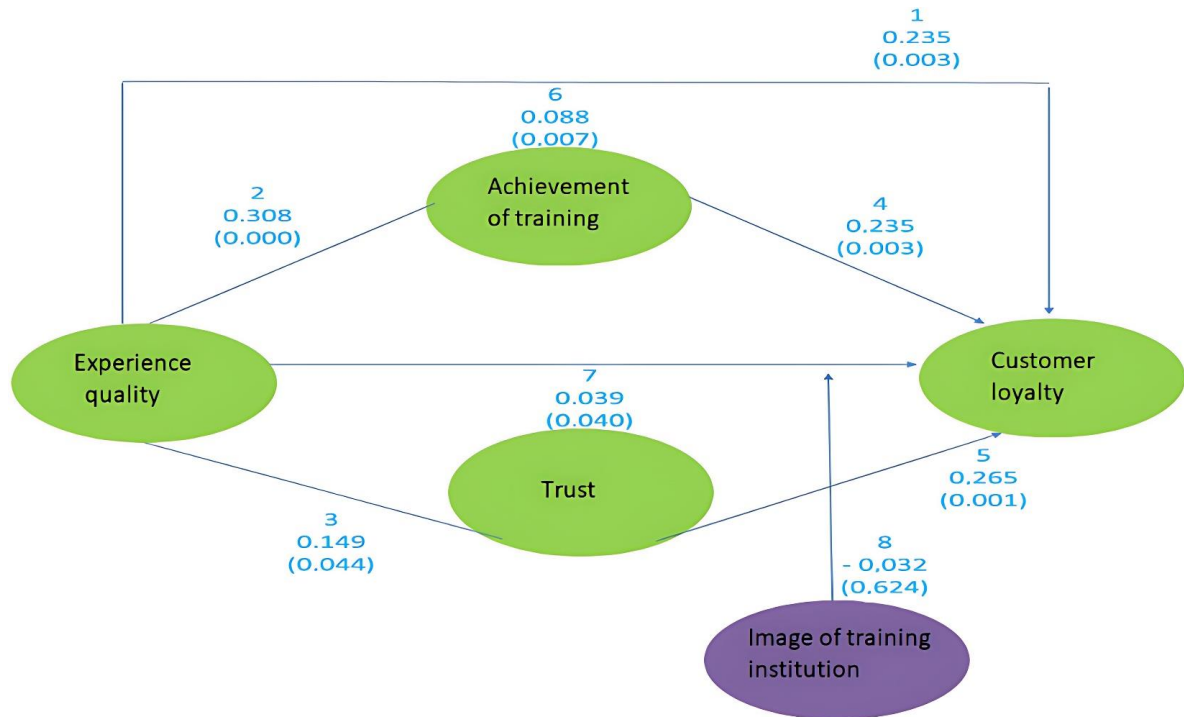


Figure 2. The findings of the research model.

Source: Primary data processed, 2023.

With a p-value < 0.05, Figure 2 confirms five positive and significant findings in the research model, specifically the numerical influence paths: 1) the influence of experience quality on customer loyalty; 2) the influence of experience quality on the achievement of training; 3) the influence of experience quality on trust; 4) the influence of the achievement of training on customer loyalty; 5) the influence of trust on customer loyalty; 6) the influence of experience quality on customer loyalty mediated by the achievement of training; and 7) the influence of experience quality on customer loyalty mediated by trust.

One negative and non-significant finding (with a p-value > 0.05) was identified in the research model, specifically path number (8), indicating that the role of the image of training does not moderate (strengthen or weaken) the influence of experience quality on customer loyalty. Another significant finding in this study pertains to the highest values in both direct and indirect hypothesis testing. Firstly, in the direct influence from H1 to H5, the highest value was obtained for H2 with a path coefficient of 0.308 and a p-value of 0.000. This suggests that the influence of experience quality on the achievement in training is positively and significantly correlated. This finding serves as evidence that higher experience quality leads to increased achievement of training. Secondly, in the indirect influence from H6 to H8, it was found that H6 has the highest value with a path coefficient of 0.088 and a p-value of 0.007. Thus, it can be stated that the achievement of training has a positive and significant influence mediating the effect of experience quality on customer loyalty. This serves as a response to the research problem, positioning experience quality as the antecedent to customer loyalty in this study.

4.3. The Impact of Experience Quality on Customer Loyalty

The analysis results indicate that experience quality has a significant and positive influence on enhancing customer loyalty, with a p-value of 0.003, as reflected in the statistics. This finding serves as evidence that higher experience quality corresponds to increased customer loyalty. The measurement of the experience quality variable is more strongly reflected in the statements related to the training institution's concern for consumers compared to responsive training institution items, polite training organizers, courteous instructors, communicative training organizers, communicative instructors, satisfying service quality, and complete provided infrastructure. Conversely, statements like "the training institution can collaborate" and "choosing one training institution over others" exhibit a stronger reflection of customer loyalty. This implies that, according to respondents' statements, a training institution's concern for consumers significantly influences the willingness to collaborate and attend training at the AAAT training institution, which is a crucial or dominant indicator reflecting the variable of customer loyalty.

The study's results provide evidence that experience quality significantly influences customer loyalty, aligning with prior research findings such as those of Hussein et al. (2018); Moon and Han (2019); Fernandes and Cruz (2016) and Pekovic and Rolland (2020) all stating that experience quality enhances customer loyalty. Experience quality is the perceived assessment by consumers of a product or service, which contributes to the creation of shared value. Shared value creation has an impact on increasing customer loyalty. Therefore, this study reaffirms the validity of the Service Dominant logic theory by Vargo and Lusch (2008) emphasizing that consumers can collectively create their own experiences and become part of a company's service as operant resources.

The SDL theory can transform the paradigm by changing the ecosystem of services, as indicated in this research, where indicators such as satisfying service quality and providing complete infrastructure play a crucial role in the transformation of the service ecosystem. This includes a shift from conventional training methods to the utilization of information technology through distance learning platforms or applications based on learning management systems. In line with prior research by Pekovic and Rolland (2020) which used six indicators of experience quality (emotional, cognitive, sensory, behavioral, and technological), the technological indicator proves effective in enhancing consumer loyalty.

4.4. The Influence of Experience Quality on the Achievement of Training

Toraman et al. (2020) assert that experience quality has a positive and significant influence on achievement of learning. The research findings reveal that the quality of student learning experience through cognitive flexibility significantly affects learning outcomes. In this study, learning outcomes refer to the results of training or achievement of training. The study by Paechter et al. (2010) identified four variables of learning experience, namely instructional design structure, interaction between instructors and students, interaction among students, and individual learning. The results indicate that the influence of instructional design structure and instructor-student interaction positively affects learning achievement. The analysis in this study demonstrates that experience quality has a positive and significant impact on the achievement of training. This implies that the better the consumer's acceptance of experience quality, the higher the achievement of training. The findings of this research validate the service dominant logic theory from the perspective of service exchange, resource integration, and co-creation of value as proposed by Vargo and Lusch (2008). According to Beckman and Khare (2017) the form of service exchange in the educational context encompasses all learning activities involving resources, instructors, and students. Educational resources include curriculum, instructors, infrastructure, students, administrative staff, and so forth. Waheed and Rashid Kausar (2020) further state that the service exchange in education and centralized training revolves around the training outcomes and their benefits for the training participants.

The variable of experience quality in this study consists of two indicators referring to Abdullah (2006) research, namely, experience with training institutions and experience with training implementation. Both indicators are articulated in statement items, namely: training institutions caring for consumers, responsive training institutions,

courteous training organizers, courteous instructors, communicative training organizers, communicative instructors, satisfying service quality, and fully provided infrastructure. As for the variable Achievement of Training in this study, according to [Abuhassna et al. \(2020\)](#) there are two indicators: competency development and implementation. The indicator of competency development implies that training outcomes can enhance knowledge, while the indicator of implementation means that training outcomes can address issues and be implemented in the workplace. Both indicators include the following statement items: training outcomes have the potential to enhance knowledge, consumers can apply the training outcomes, training outcomes can address workplace issues, and training outcomes can be implemented in the workplace.

The research results indicate that experience quality is a variable that positively and significantly influences achievement of training, as demonstrated in the statistics with a p-value of 0.000. The measurement of experience quality is more reflected in the statement items related to training institutions caring for consumers. Conversely, the statement items that focus on consumers' ability to apply the training outcomes more prominently reflect the achievement of training. According to the research results, respondents' statements indicate that the concern of training institutions for consumers greatly influences the application of training outcomes, which in turn serves as a gauge for measuring the achievement of training. This is consistent with the findings of a study by [Kim et al. \(2019\)](#) that academic engagement significantly influences academic achievement. [Abuhassna et al. \(2020\)](#) in their research, found that the learning experience as an indicator of student satisfaction significantly affects learning outcomes.

The research findings indicate that the statement items related to training institutions being responsive, training organizers being courteous to consumers, instructors being communicative, satisfactory service quality, and communicative training organizers, courteous instructors, and complete provided infrastructure in the Experience Quality variable are considered good in enhancing the indicators of Achievement of Training. The statement items in this research substantiate the enhancement in achievement of training, demonstrating that training outcomes can augment knowledge, tackle workplace issues, and facilitate workplace implementation.

4.5. The Influence of Experience Quality on Trust

The concept of trust is defined as consumers' confidence in the quality and reliability of services provided ([Johnson & Grayson, 2005](#)). Previous research has shown varying contributions from different indicators/dimensions due to differences in research focus and measurement methods. [Johnson and Grayson \(2005\)](#) classified trust into two dimensions: cognitive trust and affective trust. Cognitive trust involves customers' confidence and willingness regarding the company's competence in providing better services, while affective trust refers to the level of trust based on feelings of care and concerns expressed by partners.

The variable "experience quality" consists of two indicators and eight questionnaire items, as previously outlined. Trust, in this study, comprises four indicators based on [Yousaf et al. \(2020\)](#): reliability, credibility, benevolence, and integrity. These indicators are reflected in statements such as the training institution being reliable, never disappointing, producing professional talents, enhancing quality, responding to consumer needs, having goodwill, offering a sense of security, fulfilling promises, and demonstrating a high commitment to consumers. The research findings indicate a positive and significant influence of experience quality on trust, with a p-value of 0.044. This aligns with the findings of [Molinillo et al. \(2020\)](#); [Rajaobelina et al. \(2021\)](#) and [Wu et al. \(2018\)](#) highlighting the significant impact of experience quality (both affective and cognitive) on trust. This suggests that training institutions with high experience quality can enhance trust in the AAAT training institution. Furthermore, the study emphasizes that higher experience quality is believed to be an effective means of increasing trust, as indicated by the dimensions of experience quality identified by [Rajaobelina et al. \(2021\)](#) and [Wu et al. \(2018\)](#). These dimensions include cognitive, positive affective or sensory, negative affective, behavioral, and social dimensions, all of which significantly influence trust.

Consistent with prior research, this study finds that experience quality, reflected in statements such as training institutions caring for consumers, being responsive, having polite instructors, and satisfactory service quality, significantly influences trust in consumers at the AAAT training institution. The study primarily measures the quality of the consumer experience by examining statements related to the institution's ability to provide a sense of security being the most prominent indicator of trust. This implies that consumers' trust in the AAAT training institution is largely influenced by the institution's commitment to providing the best service and managing resources to meet consumer expectations. Based on respondent assessments, it is evident that "the training institution offers a sense of security for consumers" is a primary consideration in enhancing trust. The establishment of a positive experience in service improvement and training resource management directly influences consumers' trust in the AAAT training institution. In conclusion, consumers exhibit strong trust in the AAAT training institution.

4.6. The Impact of Training Achievement on Customer Loyalty

The achievement of training refers to the accomplishments or outcomes obtained by consumers after participating in training. Consumers can utilize these outcomes, which manifest as competency development, for individual, institutional, or corporate purposes, while also benefiting the environment and society. The indicators used to measure the achievement of training, according to [Abuhassna et al. \(2020\)](#) include competency development and implementation. Several statement items reflect these indicators, including the enhancement of knowledge, the applicability of training outcomes, problem-solving capabilities in the workplace, and the implementation of training results within the job context.

The variable of customer loyalty comprises two indicators: recommendations and collaboration. Both indicators of customer loyalty consist of various statement items, including the recommendation of the training institution, the selection of the training institution, among others, and the potential for collaboration with the training institution. The research findings reveal a positive and significant influence of the achievement of training on customer loyalty, as indicated by the statistical significance with a p-value of 0.000. This implies that a higher level of achievement of training correlates with an increased level of customer loyalty towards the AAAT training institution. These results align with prior studies by [Reyes et al. \(2012\)](#); [Prentice, Brady, and McLaughlin \(2018\)](#); [Toraman et al. \(2020\)](#) and [Lee and Seong \(2020\)](#) indicating that the achievement of training significantly affects customer loyalty.

The study's findings validate the Service Dominant Logic theory proposed by [Vargo and Lusch \(2008\)](#) suggesting that in SDL, the exchange of services and the benefits derived from service exchange have an impact on enhancing consumer loyalty. In this research, the exchange of services in the training institution occurs through the training outcomes and their benefits for participants.

Furthermore, the research demonstrates that achievement of training is a variable influencing customer loyalty. Questions related to the applicability of training outcomes more accurately reflect the measurement of training achievement, while statements about the institution's collaborative potential more accurately reflect customer loyalty. This supports the findings of [Chiang et al. \(2017\)](#) that consumer learning enhances loyalty and is consistent with the study by [Oh and Lee \(2014\)](#) indicating that education and skill improvement for sales personnel can enhance consumer loyalty. Consequently, this research indicates that a high level of achievement in training supports various changes leading to increased customer loyalty.

4.7. The Influence of Trust on Customer Loyalty

Four indicators, representing consumers' positive perceptions of the training institution's ability to meet their expectations, reflect the measurement of the trust variable in this study. These indicators include reliability, credibility, benevolence, and integrity. The four indicators are operationalized through several statement items, such as the training institution being reliable, never disappointing, producing professional talents, enhancing the

quality of training, responding to consumer needs, demonstrating goodwill towards consumers, providing a sense of security, fulfilling promises, and exhibiting high commitment to consumers. Meanwhile, the customer loyalty variable is measured by two indicators: recommendations and cooperation. These loyalty indicators encompass statements like the training institution being recommendable, a preferred choice among other training institutions, and open to collaboration. The research findings reveal a significant impact of trust on customer loyalty with a p-value of 0.001. This implies that as the trust built by the AAAT training institution towards consumers increases, consumer loyalty to the AAAT training institution also increases. These research results align consistently with studies conducted by Liu et al. (2011); Song et al. (2019) and Yousaf et al. (2020) indicating a significant influence of trust on customer loyalty.

Statements about training institution providing a sense of security to consumers predominantly reflect the measurement of the trust variable. Conversely, the customer loyalty variable is more strongly reflected in the training institution's ability to engage in collaboration. Consumers of the AAAT training institution perceive the institution's trust as optimal in cultivating their willingness to collaborate, thereby enhancing customer loyalty, according to the research findings.

4.8. The Impact of Experience Quality on Customer Loyalty through Training Achievement

The research findings indicate that there is an influence of experience quality on customer loyalty, mediated by the achievement of training, as demonstrated statistically with a p-value of 0.007. This implies that there is sufficient empirical evidence to accept the hypothesis that high experience quality directly encourages customer loyalty through the achievement of training. The most dominant statement item among other question items reflects the mediating role of training achievement, specifically the ability to apply the training material in the workplace. This aspect is perceived as the most dominant by consumers in the achievement of training variable. Additionally, it fosters a positive impression or experience with the training institution, which aligns with the institution's commitment to customer care. This, in turn, has a significant impact on customer loyalty, as indicated in the statement that the training institution is chosen among others.

The evaluation results based on information and empirical data suggest that the choice of the training institution, among others, is a crucial indicator and is considered the most important in reflecting the variable of customer loyalty. The research findings validate the mediating role of achievement in training in the relationship between experience quality and customer loyalty. These findings align with the service dominant logic theory by Vargo and Lusch (2008). The research contributes novelty by developing the service dominant logic theory, focusing on aspects such as value creation, service exchange, and service ecosystems.

This study, grounded in the SDL theory and connecting with these three aspects, is a novel exploration, especially within the service or training sector. Researchers interested in investigating experience quality in training services can use this study as a framework and an opportunity to explore the impact of experience quality on customer loyalty. Waheed et al. (2016) found a significant relationship between knowledge quality, mediated by learning outcomes, and student loyalty in their research. Additionally, this study suggests that achievement of training is a determining factor and driver of experience quality to enhance customer loyalty in training institutions. The higher the perceived experience quality by consumers, the higher the customer loyalty to the training institution. The new findings in this research have a positive impact on the enhancement of training achievement within the training services sector. The variable of training achievement functions as a mediator to bridge the gap in the relationship between experience quality and customer loyalty. After establishing that achievement of training mediates the relationship between experience quality and customer loyalty, it is concluded that achievement of training plays a partial mediating role. This means that involving the achievement of training as a mediator, both directly and indirectly, influences the relationship between experience quality as an independent variable and customer loyalty as a dependent variable.

4.9. Trust Mediates the Influence of Experience Quality on Customer Loyalty

In the field of marketing, trust serves as a key variable in establishing long-term relationships aimed at building and enhancing consumer loyalty. The empirical findings of this research demonstrate that experience quality has a significant positive impact on customer loyalty when mediated by trust, as indicated by a statistically significant p-value of 0.040. Trust, acting as a mediator bridging experience quality to customer loyalty, also reveals that experience quality directly influences customer loyalty through trust. Therefore, it can be inferred that trust functions as a partial mediation. This implies that by involving trust as a mediator, both directly and indirectly, the independent variable of experience quality influences the dependent variable of customer loyalty.

The mediating role of trust is measured through respondent statements indicating that the training institution provides a sense of security to consumers, with this aspect having the highest value among other statements in reflecting the trust variable. It is followed by the most dominant statement among others indicating that the training institution cares about consumers, which is the most dominant item reflecting the experience quality variable. Similarly, the customer loyalty variable is measured by statements indicating that the training institution can be collaborated with. This suggests that higher experience quality leads to increased customer loyalty, facilitated by trust.

The research findings confirm the mediating role of trust in the relationship between experience quality and customer loyalty. Therefore, this study aligns with the results of [Li et al. \(2015\)](#) who investigated experience quality using the eTailQ Scale, consisting of website design, security/privacy, reliability, and customer support. [Rasheed and Abadi \(2014\)](#) demonstrated a positive and significant relationship between service quality and loyalty, with trust acting as a mediator. [Wu and Cheng \(2019\)](#) also indicated that investing resources in improving the dimensions of experience quality significantly influences experience loyalty through trust, emotional attachment, image, and consumer satisfaction. The findings of this research provide a foundation for understanding trust as a key variable in shaping the impact of experience quality on customer loyalty.

4.10. Moderating the Influence of Experience Quality on Customer Loyalty in Training Institutions

The analysis results of this study reveal that the image of the training institution is not significant in moderating the influence of experience quality on customer loyalty, as evidenced by a statistical finding with a p-value of 0.624. Therefore, the variable "image of the training institution" does not function as a moderating variable. This implies that there is not enough empirical evidence to support the idea that high experience quality can enhance customer loyalty through the moderated image of the training institution. The study indicates a lack of statistically significant findings regarding the role of the image of the training institution in moderating the influence of experience quality on customer loyalty.

This can be explained by examining the statements within the variables related to the image of the training institution, which do not provide sufficient support for the notion that the image moderates the relationship between experience quality and customer loyalty. The findings of this research fail to demonstrate the moderating role of the image of the training institution in influencing experience quality in customer loyalty. Consequently, these research findings do not align with the results of [Song et al. \(2019\)](#) and [Helgesen and Nettet \(2007\)](#) who claimed that the image of the training institution significantly impacts customer loyalty.

This implies that the image of the training institution does not strengthen or weaken the influence of experience quality on customer loyalty.

The study's results serve as a basis for concluding that the image of the training institution is not a variable that can strengthen the influence of experience quality on customer loyalty. In other words, the image of the training institution cannot enhance the impact of experience quality and increase customer loyalty within the AAAT training institution.

5. CONCLUSION AND POLICY IMPLICATION

5.1. Conclusion

The research concludes that the quality of experience positively influences customer loyalty at the AAAT training institution. This is supported by the provision of excellent service by the training institution to consumers, which in turn enhances their loyalty. However, the findings also indicate that the image of the training institution does not directly influence the quality of experience and customer loyalty. Therefore, there is a need for further efforts to enhance training programs that are engaging and have a positive impact on consumer competence to strengthen their loyalty. Additionally, the achievement of training outcomes and trust in the training institution play a crucial role in influencing customer loyalty. The management of the training institution should prioritize improving service quality, fostering long-term relationships with consumers, achieving meaningful training outcomes, and building consumer trust. Thus, the AAAT training institution can reinforce the influence of quality experiences on customer loyalty, remaining competitive in an increasingly challenging market.

5.2. Policy Implications

The research finding highlight the essential policy implications of enhancing training programs to provide enriching experiences, improving service quality, building trust, and ensuring meaningful outcomes. These recommendations underscore the importance of investing in consumer-centric strategies to foster loyalty and sustain competitiveness in the training industry. By prioritizing these initiatives, the AAAT training institution can strengthen its position in the market and enhance its reputation as a provider of high-quality training services.

5.3. Limitations and Future Research Directions

Several limitations are worth noting, including constraints related to sample size, generalizability, reliance on self-reported data, and the cross-sectional research design. Interpreting the findings and designing future research initiatives should consider these limitations. Addressing these limitations through methodological refinements and rigorous research approaches can enhance the validity and reliability of future studies in this area. Future research endeavors could explore longitudinal studies to track the long-term effects of experience quality on customer loyalty. Additionally, conducting comparative analyses across different training institutions and industries could yield valuable insights into best practices for enhancing loyalty. Qualitative research methods could complement quantitative findings by delving deeper into consumer perceptions and experiences. Moreover, investigating potential moderating factors, such as consumer demographics and industry trends, could provide a more nuanced understanding of the relationship between experience quality, trust, achievement of training, and customer loyalty, guiding future policy and strategy formulation efforts.

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